**Engage Learners: Transform Interpersonal Communication**

**COFLT Conference**

**October 10, 2015**

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| C:\Users\psandrock.ACTFL\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\5Cs_LOGO_2014_PRINTsmall.jpg | | **Paul Sandrock**  American Council on the  Teaching of Foreign Languages  www.actfl.org  [psandrock@actfl.org](mailto:psandrock@actfl.org) | |  |
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*World-Readiness Standards*

*for Learning Languages (2015)*

**What are the characteristics of Interpersonal Communication?**

One-way communication Two-way communication

Spontaneous Memorized Helping partner

Following up Indicating interest Taking turns

Focused on message Focused on accuracy

Using various means to get meaning across Asking for clarification

**Other characteristics you noticed:**

**NCSSFL-ACTFL Can-Do Statements (Excerpts)**

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| **Global Benchmarks** | | **Can-Do Statements** |
| **Novice Range – Interpersonal** | | |
| **Novice Mid Learners** can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized. | **Novice Mid Learners** can   * introduce self and others * answer a variety of simple questions * ask some simple questions * communicate basic information about self and people they know * communicate some basic information about their everyday life | |
| **Novice High Learners** can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions. | | **Novice High Learners** can   * exchange some personal information * exchange information using texts, graphs, or pictures * ask for and give simple directions * make plans with others * interact with others in everyday situations |
| **Intermediate Range – Interpersonal** | | |
| **Intermediate Low Learners** can participate in conversations on a number of familiar topics using simple sentences. They can handle short social interactions in everyday situations by asking and answering simple questions. | | **Intermediate Low Learners** can   * have a simple conversation on a number of everyday topics * ask and answer questions on factual information that is familiar to them * use the language to meet their basic needs in familiar situations |
| **Intermediate Mid Learners** can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about self and their everyday life. | | **Intermediate Mid Learners** can   * start, maintain, and end a conversation on a variety of familiar topics * talk about their daily activities and personal preferences * use their language to handle tasks related to their personal needs * exchange information about subjects of special interest to them |
| **Intermediate High Learners** can participate with ease and confidence in conversations on familiar topics. They can usually talk about events and experiences in various time frames. They can usually describe people, places, and things. They can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. | | **Intermediate High Learners** can   * exchange information related to areas of mutual interest * use their language to do a task that requires multiple steps * use their language to handle a situation that may have a complication |
| **Advanced Range – Interpersonal** | | |
| **Advanced Low Learners** can participate in conversations about familiar topics that go beyond their everyday life. They can talk in an organized way and with some detail about events and experiences in various time frames. They can describe people, places, and things in an organized way and with some detail. They can handle a familiar situation with an unexpected complication | | **Advanced Low Learners** can   * participate in conversations on a wide variety of topics that go beyond their everyday life * compare and contrast life in different locations and in different times * resolve an unexpected complication that arises in a familiar situation * conduct or participate in interviews |

**Supporting Literacy: How can input be made comprehensible?**

**Modified interaction, negotiation of meaning**

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| Input modifications   * + - Stress on key words     - Self-repetition | Meaning-focused responses   * + - Recasts (Implicit corrective feedback; provide right form)     - Repetition (partial or exact – to focus the meaning)     - Expansions (adding to a repetition with additional meaning) |

**Conversational adjustments**

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| Confirmation checks   * + - * Made by listener; to establish what speaker said       * Repetition with rising intonation | Comprehension checks   * + - * Made by speaker; to check that the listener understood       * Repetition with rising intonation, tag question | Clarification requests   * + - * Made by listener; clarifies what speaker said       * “I don’t understand”, wh- questions |

**Scaffolding Verbal Responses**

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| Yes-no questions   * + - * Is today Monday? | Choose between two options provided   * + - * Is the character happy or sad?       * Is more water saved by collecting water for gardens or by washing towels less often? | Wh- type questions   * + - * What do we call a baby frog?       * When (in what season) does this story take place?       * Where do tadpoles live? |

Immersion teachers are skilled in using sheltering strategies to make input more comprehensible for students learning through a language in the process of being acquired.

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| **Sensorial Supports** | **Paraverbals** | **Non-verbals** |
| Visuals  Graphics  Realia (real objects)  Pictures  Graphic organizers | Exaggerated pronunciation  Slower than normal speech  Purposeful pauses  Intonation  Enunciation  Slowed speech for emphasis  Key word emphasis | Gestures  Facial expressions  Pantomime  Demonstration  Routines  Context Clues |

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**Spiraling Questions to the Next Level**

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| **Move from Novice** | **Move toward Intermediate** |
| Your sister is older than you? | What is it like having an older sister? |
| What things do you have in your room? | Can you describe your room for me? |
| What sports do you play? | What is a typical practice like? |
| **Move from Intermediate** | **Move toward Advanced** |
| Tell me about your daily schedule. | How has your schedule changed in the last few years? What is different about high school compared to middle school? |
| Tell me about your part time job. Describe your responsibilities at that job. | Tell me about how you found out about your job. Tell me all the steps you had to follow in order to get your job. |
| Tell me about your favorite type of movies or theater shows. | Tell me about a very memorable time you went to the movies or the theater. Describe that time and what made it so fun, interesting, or unusual. |

**Targeting the Proficiency Level: Interpersonal Performance Assessments**

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| **Novice** | **Intermediate** | **Intermediate High/Advanced** |
| **Collaboration:** Students develop a survey to investigate the eating habits of the class, interview students, and discuss the results to create a graph | **Storytelling:** Students collaborate to retell a familiar story and prepare to present it to their classmates | **Debate:** Circulate in the room to find students who have the most similar ideas to your ideas on a debate topic; the resulting small groups work together to create the main points they will make in a debate |
| **Recipes:** Students browse online recipes and work in pairs to change ingredients to healthier alternatives | **Agreement:** Students exchange text messages to determine who has the busiest week | **Consensus:** Students examine a blog about a news event in the target language country; identify what new information they discover and collaborate to post a reply |
| **Introductions**: Practice the first night at your host family’s home: introduce yourself, show your photos, and ask questions of each other’s family and home | **Presentation**: Plan and practice giving a tour of your school for the group of visiting students. What differences do you need to highlight? | **Discussion**: How do you change stereotypes? With your partner, examine any ideas about the target culture that have changed during your study of their language; try to identify what caused a change |
| **Making Plans**: Organize the plan for a day in a new city, agreeing on what to do first, second and last | **Analysis**: Is it worth it to be famous? With your partner, identify as many advantages and disadvantages as you can |

**Feedback Tools**

**Scored Discussion** (4 Person Conversation - Based on ideas from Greta Murray, Medford, WI)

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| **Move from:** | **1 – 2 – 3** | **Move to:** |
| Asks random questions |  | Follows up with logical questions |
| Only answers the question asked |  | Contributes additional information |
| Responds, but rarely initiates |  | Contributes personal insights to enhance discussion and draw in others |
| Comments are not relevant |  | Stays on topic |

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| **FROM: Laura Terrill** | **Not Observed** | **Yes: Frequency** | **Yes: Quality** |
| Initiates an idea/opinion |  |  |  |
| Supports an idea/opinion |  |  |  |
| Reacts to ideas/opinions  respectfully & appropriately |  |  |  |
| Asks questions |  |  |  |
| Responds to other’s questions |  |  |  |

**TALK Scores:** Shrum, J. L. & Glisan, E. W. (2010). Teacher’s Handbook:  ContextualizedLanguage Instruction (4th ed.).Boston:  Cengage Learning

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| --- | --- | --- | --- | --- |
|  | **Target Language** | **Accuracy** | **Listens** | **Kind** |
| Student A | + | + | √ | + |
| Student B | √ | – | + | + |
| Student C | – | √ | – | + |

**Checklist:** Novice Example – For your trip, come to agreement on the day’s schedule.

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| Performance Criteria: | I can do this on my own | I can do this with some help | I cannot do this |
| 1. I can use numbers |  |  |  |
| 1. I can use words for activities |  |  |  |
| 1. I can use words for locations |  |  |  |
| 1. I can use expressions to show that I agree or disagree with what my partner says |  |  |  |
| 1. I can ask some questions |  |  |  |
| 1. I can say how many times, how often, how frequently I do various things |  |  |  |
| 1. I can provide some description |  |  |  |

**ACTFL Publications** (<http://www.actfl.org/publications/all>)

*The Keys to Assessing Language Performance* (Paul Sandrock)

*The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (Donna Clementi and Laura Terrill)

*Implementing Integrated Performance Assessment* (Bonnie Adair Hauck, Eileen W. Glisan, Francis J. Troyan)

**NCSSFL-ACTFL Can-Do Statements**

<http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

**Center for Advanced Research on Language Acquisition (CARLA) – Graphic Organizers**

<http://www.carla.umn.edu/cobaltt/modules/strategies/gorganizers/EDITABLE.HTML>

**ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)**

<http://aappl.actfl.org/>